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ABSTRACT

In August 1973, the Alabama State legislature resolved that from 1973 through 1978, the top pricrity goal for education in Alabama shculd be proficiency in reading. This report to the legislature summarizes the status of reading instruction in the 1973-1974 and 1974-1975 academic years, including special reading-related programs and both city and ccunty results on the California Achievement Test. A plan for imprcving reading instruction in Alabama schools, adopted by the State Board of Education and the Education Study Commission, is also included in the report. (AA)

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THE STATUS OF READING INSTRUCTION IN ALABAMA SCHOOLS - 1976

A REPORT

TO THE STATE LEGISLATURE

from

THE STATE DEPARTMENT OF EDUCATION

THE ALABAMA EDUCATION STUDY COMMISSION

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Wayne Teague, State Superintendent
of Education

Joe M. Dawkins, Executive Secretary
Alabama Education Study Commission

AESC Report #20

CS 003 742

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Foreword

The Alabama Legislature recognized the crisis in reading and resolved that the Alabama Education Study Commission and the State Department of Education should develop plans for resolving the problem. This report represents the joint efforts of these two agencies to describe the status of reading instruction in Alabama. Also, a plan for improving reading instruction in Alabama schools adopted by the State Board of Education and the Education Study Commission in their July meetings is included in this report. The plan represents some dramatic changes in reading programs at the local and State levels; however, these structural changes will have little effect unless there is a strong desire by parents to support reading instruction in the schools.

It is my pleasure in joining Dr. Wayne Teague in commending those responsible for developing this report. Dr. John Shelton coordinated the report for the State Department of Education and Dr. B. D. Whetstone coordinated the Commission's contributions. Dr. William Berryman was especially helpful in producing the final draft.

Joe M. Dawkins
Executive Secretary

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Introduction

The Alabama Legislature took a significant position the eighth of August, 1973, when it resolved that from 1973 through 1978 the top priority goal for education in Alabama should be proficiency in reading. The State Department of Education and the Alabama Education Study Commission were designated by this resolution to coordinate all efforts to upgrade reading levels of students in the public schools. This report is to brief members of the Legislature on the current status of reading, two years before the end of the priority period.

Status - 1973-74

One of the first efforts toward improving reading instruction was to conduct a survey of just where Alabama schools were at that time in terms of achievement, local school efforts, and effective programs.

A survey of achievement test results provided by the Statewide Testing Program indicated that reading achievement continued its downward trend through 1974 in the three grades tested. The State average was at least one grade below the national norm in grade four and two years behind in grade ten.

A report conducted for the Education Study Commission in June, 1974, gave the following information about the teaching of reading in Alabama schools:

- There is such a variety of approaches, teacher competencies and materials in the teaching of reading in the schools that no formal evaluation or comparison is possible.

- There are no accepted criteria of what makes up effective reading programs in Alabama.
- Leadership for improving reading instruction cannot be identified.
- There is no clear statewide rationale for teaching reading which includes clearly stated goals and objectives.

State Department of Education Programs

The Alabama State Department of Education is making a concerted effort to improve reading instruction through services offered the local school systems. A basic description of many of the department's programs and activities that are concerned with this effort are given below.

Adult Basic Education

During the past two years in the Adult Basic Education program, special emphasis has been placed on teaching uneducated and under-educated adults to read. Materials have been developed that teach adults to read with a purpose, relating to their everyday coping skills. Adult Basic Education teachers have been trained in the utilization of these materials. The Central Alabama Performance Education Special Project has trained paraprofessionals and volunteers in ten counties to teach reading to illiterate adults. This year through the project, 404 illiterate adults were taught to read. One hundred seven of these adults who learned to read have been able to successfully pass the drivers license examination. In 1974-75 through the Adult Basic Education Program, 3,124 adults learned to read. The Alabama Adult Basic Education Program is featured in the May, 1976, issue of American Education.

Alabama Right to Read

The Alabama Right to Read concentrates its efforts in three main areas. They are:

1. Specialized training for reading supervisors.
2. Technical assistance to local school systems in identification of reading needs and specialized assistance in meeting these needs.
3. A continued thrust to point up the needs at the state level for total literacy.

There are currently fifty-two school systems in Alabama that have trained personnel as a result of their affiliation with Right to Read. These trained reading directors have received the most highly specialized training in reading to be found in the country. They, in turn, return to their respective school systems and share this training with all the teachers.

Technical assistance is offered to the participating local school systems. At the request of the local educational agencies, in-service workshops are conducted by staff members from the Right to Read state office. During the 1975-76 school year, 1,430 classroom teachers were involved in these workshops. In addition to in-service programs, visits to Right to Read schools and meetings with Right to Read schools and meetings with Right to Read directors, superintendents, principals, individual teachers, and local advisory councils were made by staff members throughout the year.

In meeting the needs for in-service training for the regular classroom teacher, the Right to Read program provides each school system with special reading consultants. These special consultants

are the top professionals in the area of reading throughout the country. Upon request each participating school system has the opportunity to have two days of consultative service paid for by the state Right to Read office. Twenty-two consultants with special expertise in the field of reading were utilized during the 1975-76 school term to share their ideas with the teachers. A total of 2,822 teachers and administrators participated in these sessions.

In addition to services offered to school systems participating in Right to Read, the Alabama Right to Read program also implemented, during 1974-75, a concept of leadership training workshops which has been continued in the 1975-76 project year. Through this leadership training, 320 elementary and secondary principals, supervisors, and directors of instruction, and communicative arts teachers in the vocational-technical schools have received additional training to improve reading skills at their schools. These workshops are designed to provide the educational leaders in the state with more background in reading so that they can fulfill their leadership roles in improving reading instruction.

Basic Sciences

Social studies specialists placed a major emphasis on reading social studies materials as a distinct skill. The guidance was that the skills should be taught functionally in the context of a topic or study rather than as a separate exercise. There was additional emphasis placed upon the need for the learner to understand the meaning and purpose of the reading skill. Skill instruction was

placed at increasing levels of difficulty moving from the simple to the more complex. Great emphasis was placed on the fact that each level of instruction should build on and reinforce what was previously taught relative to reading skills. Social studies specialists spent seventy workshop hours with 641 teachers in attendance. These teachers came from twenty-eight school systems. A reading handbook was also developed. The purpose of the handbook is to acquaint teachers with information, methods, and techniques useful in the teaching of reading skills unique to the social studies.

Science specialists developed during the 1975-76 school year a handbook to be used by science teachers for teaching reading in the science content area. Since science has its own unique vocabulary, the major emphasis was placed on vocabulary skills. The specialists have conducted workshops with classroom teachers to help them implement the suggestions contained in the handbook. The workshops consisted of simulated classroom activities to give the teachers firsthand experiences in teaching these skills.

Mathematic specialists contributed to the improvement of reading in Alabama schools by conducting workshops with elementary and secondary teachers in the specialized reading skills needed for mathematics. Consultative assistance has also been given to individual teachers in numerous schools within the state. A guide for reading in the content area of mathematics was also developed to serve as a resource of useful techniques for the teaching of reading skills in mathematics.

Educational Television

During the 1975-76 school year, the following series have been telecasted to the schools of Alabama. These series are designed to

promote and enhance the educational experiences of students in both reading and language arts:

American Literature - Produced by the Auburn University Production Center for the high school level.

Cover to Cover - Produced by WETA-TV, Arlington, Virginia, and designed for grades 4 through 6. This series focuses on books for young people.

Good Speech - Produced by the Birmingham Area ETV Association (Birmingham City Schools) and designed for the upper elementary grades.

Electric Company - Produced by the Children's Television Workshop (CTW) for the lower elementary grades.

Handwriting - Produced by the Birmingham Area ETV Association for grades 7 and 8.

Handwriting Fundamentals - Produced by the Birmingham Area ETV Association for use in the lower elementary grades.

Let's Write - Produced by the Huntsville ETV Studio for the first grade.

Primary Speech Improvement - Produced by the Birmingham Area ETV Association for grades 1 through 3.

Prose, Poetry and Pastimes - Produced by the Birmingham Area ETV Association for the middle elementary grades.

Talking Lines - Produced by the Huntsville ETV Studio for the second grade.

Sesame Street - Produced by the Children's Television Workshop (CTW) for the preschool grade level and selected first grade pupils.

Word Study - Produced by the Birmingham Area ETV Association for grades 1 through 3.

Words Unlimited (Basic Reading Skills) - Produced by the Birmingham Area ETV Association and designed to help students having difficulty in language arts skills. Grades 4 through 6.

Write to Learn - Produced by the Huntsville ETV Studio and designed for grade 3.

Diagnostic and Prescriptive Reading - Produced by the Alabama A & M University Studio for children with reading difficulties. Multi-grade.

During the 1976-77 school year, Educational Television will be telecasting nineteen instructional series in the content areas of reading and language arts. Alabama inschool television programming provides a comprehensive reading and language arts schedule which compares more than favorably with other state ETV curriculums in these vital content areas.

Federal Programs

The ESEA, Title III program funded eight special reading projects in Alabama during the 1975 fiscal year. Additionally, a ninth reading project, PEGASUS-PACE, received Title III funding directly from the United States Office of Education. The nine reading projects are listed below:

School System		
Auburn City	$ 38,000.00	Communication Skills Laboratory
Birmingham City	26,000.00	P/R - Power through Reading
Dallas County	48,000.00	TALKS - Talk, Ask, Listen, Know, Succeed
Decatur City	28,500.00	Middle School Reading Ahead
Elba City	23,000.00	Readiness for Action in Reading
Fayette County	22,500.00	ADAPT - Adaptation and Preparatory Training
Franklin County	40,000.00	APT - Action Prevention Team
Tuscaloosa City	75,000.00	TRIAD-PACE - Testing a Replication/Institutionalization/Adoption Design Personalized Approach to Continuous Education
Tuscaloosa City	74,500.00	PEGASUS-PACE

The Title I, ESEA, P.L. 89-10, program supplements and reinforces local educationally deprived children in low income communities. The Title I programs, developed and operated by the local school systems, were tailored to fit the requirements of the individual system as identified by the needs assessment. The instruction was planned to be compatible with the total educational program and was under the supervision of the local superintendent. Title I reading programs were conducted in 126 systems. There were 108,549 students involved in Title I reading programs and 2,840 students in Title I language arts programs during the fiscal year 1975. These included students who were not in a nine months' program because they reached grade level in reading and were removed from the program. There were 71,902 students who were in the program for a nine-month period. Of these 71,902 students, 28.61% made more than 1.5 year's gain, 52.04% made over one year's gain and 70.07 made over seven months' gain. There was an average gain of 1.1 year during the nine months' period for grades one through eight.

Health, Physical Education, Recreation and Driver and Traffic Safety Education

Four school systems requested in-service meetings to be devoted specifically to the area of reading. The topic was discussed in over twenty other systems.

The approach taken by this section was on how to reinforce reading skills through the health, physical education, and recreation curriculum. Also, much emphasis was given to the importance of encouraging reading in health, physical education, and recreation areas with the belief that most students will read more if the subject is made

interesting and is on their ability level.

Since the areas of health, sports, athletics, and leisure time recreation offer such bountiful resources and opportunities, health, physical education, and recreation teachers can encourage their students to read by:

1. Recommending current, interesting, and worthwhile books and periodicals.
2. Exposing them to printed materials in health, physical education, and recreation.
3. Continually updating and evaluating materials used by the students in health, physical education, and recreation classes and in the library.
4. Teaching the students how to be critical readers in order to protect them from the many harmful books, magazine articles, etc. written on health, physical education, and recreation, for example, on dieting and exercise.
5. Using sound teaching methods and up-to-date techniques of using and preparing printed materials.

A reading handbook was developed which gives examples of activities that can be utilized to enrich and develop learning in health, physical education, and recreation through reading. Several lists of recommended books, pamphlets, and periodicals were also prepared to aid the teacher in developing resources for personal information as well as for student use.

Languages and Fine Arts

In addition to extensive use of the reading in the content area handbooks, the Languages and Fine Arts Section has continued to

implement the reading priority through the following activities:

1. In the local in-service meetings the specialists have concentrated on reading skills in their subject areas and through interdisciplinary activities.
2. The specialists have visited many classrooms throughout the state, at times actually teaching approaches to reading, in addition to advising individual teachers on classroom arrangement conducive to reading activities.
3. In serving on college teacher-training program evaluations, the specialists have recommended that reading courses be required of all teacher education graduates.
4. The 1976 Alabama Language Arts Course Study devotes a major portion to reading skills, including an emphasis on reading in the content area.
5. Individual specialists have participated in and chaired state, regional, and national conferences whose accent was on reading; i.e., Alabama Foreign Language Workshop in Reading, Southern States Workshop Conference, State Language Arts Workshop, Southern Conference on Language Teaching.

Vocational Education

The Program Supervision Branch Director and State Supervisors of Business and Office Education and Home Economics Education served as representatives of the Vocational Education Division on the State Department of Education Reading Improvement Committee. In making plans for the 1975-76 school year, a reading specialist from the Division of Instruction met with the staffs of Business and Office

Education and Home Economics Education to discuss vocational education participation in the Reading Improvement Committee project. Reading in the content area guides have been developed in Home Economics and Business Education. District Supervisors have conducted numerous in-service education programs throughout Alabama on the use of these guides. Additional meetings with the Business Education teachers and Home Economics teachers are scheduled for this summer with the reading specialists from the Division of Instruction.

Reading Improvement Committee

The Reading Improvement Committee is made up of people from every division who are working in reading-related areas. This group meets monthly with Dr. J. C. Blair, Director, Division of Instruction, and Dr. W. H. Kimbrough, Director, Administration and Finance, presiding alternately.

Some of the activities of this committee are considered to be major accomplishments:

1. All State Department specialists who work directly with teachers were involved in a two-week workshop in reading.
2. A sub-committee made recommendations to the State Certification Committee concerning teacher certification requirements and competencies in reading.
3. Each content area group developed a handbook on reading in their content area to be used in in-service throughout the state. A compiled report of these handbooks showed them being used with 3,319 participants in 46 systems for a total of 339 3/4 hours. Plans are to introduce these handbooks in all content areas in the other school systems next year.

Departmental Teams

The Departmental Teams Unit plans and coordinates the efforts of teams of education specialists from all divisions of the State Department of Education. Reading has played a major role in the activities of the planning teams and the consulting teams.

From August, 1975, through May, 1976, team services provided in-service workshops and needs assessments in fifteen school systems. This involved 207 schools, and 5,264 teachers. These teachers have contact with 127,640 students.

Professional Development

Each school system in Alabama is required to submit an annual plan for professional growth and development to the State Department of Education. For the 1975-76 school term, thirteen county systems and sixteen city systems included improvement of reading as an objective for their systems. Plans that are being submitted for 1976-77 indicate that the number of systems including this objective will increase.

Pupil Personnel Services

During the 1975-76 school term, the Pupil Personnel Services Section of the Division of Instruction has influenced the improvement of reading among the boys and girls, albeit somewhat indirectly measurable. Numerous professional development programs have been conducted by personnel in the section. The thrust of these has been one of diagnosis-prescriptive instruction and evaluation. The detailed item analysis data provided instructional personnel in the basic skills areas of reading, mathematics, and grammatical usage permits a detailed examination of each student's strengths and

weaknesses, thereby setting the stage for more individualized prescriptive teaching. Every effort has been made in working with not only counselors, but also other professional personnel to emphasize the necessity of including systematic reading instruction in all grades in all subjects. The section has provided the data needed to do effective prescriptive teaching in the tool subjects; it has shared numerous instructional strategies for effective management of the learning environment; it has promoted continuous self-assessment by counselors of their roles and responsibilities to the total instructional program, and the results will be determined by how well teachers follow through.

Status - 1975-76

The fact that Alabama's children read on an average of one grade behind the national norm was disturbing to laymen and educators alike in 1974. This disturbance was not assuaged by the fact that all norm-referenced achievement, aptitude, and college entrance test scores were declining across the nation. One mandate was clear--something needed to be done.

The State Department of Education established its leadership role chiefly through the Right to Read effort. Criteria of effective reading programs were developed by the Right to Read Advisory Commission. These criteria were, in turn, subjected to validation by professionals and laypersons alike. Also, the criteria stood the test of validation by a search of current literature on teaching reading.

A second major thrust was begun through intensive training programs of reading coordinators and directors in local school systems.

The culmination of these training efforts is the submission of a proposal by the State Department of Education for funds to develop several centrally located consortia throughout the state to provide a high-intensity training program for teachers in primary grades.

How much progress have we made in three years? There are some constraints which have been identified which may inhibit dramatic progress in the teaching of reading in Alabama. There are three principal constraints to demonstrating progress in reading instruction.

- One constraint to showing progress in reading instruction is the manner in which reading achievement is reported. The reliance on the California Achievement Test as the sole indicator of progress in reading has many limitations. No standardized test can reflect fairly the wide variety of materials and approaches used to teach reading in Alabama. It is evident that many schools do not teach the particular skills measured by the fourth grade test. Also, formal reading instruction does not extend beyond the fifth grade in most Alabama schools, yet the Statewide Testing Program measures reading achievement at the eighth and tenth grade levels. This may account for the apparent "drop" in reading achievement of one year from the fourth to the tenth grade.

- Several factors affect achievement in school which are not controlled by the education system. In a report to the State Legislature in 1973, the Education Study Commission identified five socio-economic factors which significantly influence achievement in Alabama schools as measured by the California Achievement Test. The number of pupils enrolled from low

income families, high income families, and black families affect achievement. Also, two measures of the wealth of school districts influence achievement: the amount of ad valorem assesment and the amount of income tax paid by individuals who live in the district. These factors may be proxies for other qualities of a school district which are not easily measured. By collecting these data one can use a formula devised by the Commission and produce an average achievement level one may expect from each school system in Alabama. This expectancy does not set an achievement goal for each system, rather it describes capability very much like a person's handicap in golf operates. All achievement tests contain biases against minorities, the poor, and rural youth. Alabama has large numbers of students in each group; therefore, the expectancy score for each school system takes these biases into account.

- The Statewide Testing Program does not test the same children each year which makes short-term continuous checks of the effects of reading instruction impossible. Students are administered their first achievement test in the fourth grade. This is too late to correct any deficiencies in reading instruction which may occur in the first three grades. In order to monitor the effects of reading instruction in the state, children should be tested at the time of school entry and periodically during the first critical years of reading instruction.

With these constraints in focus this report will now turn to a comparison of the results of the California Achievement Tests administered in 1973-74 and in 1975-76. The scores shown are averages for each school system. Also, the national norms, state norms, and local expectancy scores are shown for the fourth, eighth and tenth grades. It should also be remembered that the results represent two different sets of students tested at two-year intervals, not the same students tested twice over a period of two years.

Summary of Test Data

A statistical summary of a comparison of the 1973-74 and 1974-75 data derived from the Statewide Testing Program of grades four, eight, and ten is shown on the following page. These data are arranged so that achievement in reading as measured by the California Achievement Test, may be viewed from three angles--national norms, state norms and local expectancy norms.

Test Data Summary

4th	1973-74	1974-75
1. Number of city systems at and above national norm:	(4.7) 24	27
2. Number of county systems at and above national norm:	(4.7) 1	1
3. Number of city systems at and above state norm:	(3.8) 52	(4.1) 44
4. Number of county systems at and above state norm:	(3.8) 38	(4.1) 30
5. Number of city systems at or above expectancy:	43	44
6. Number of county systems at or above expectancy:	39	43

8th	1973-74	1975-76
1. Number of city systems at and above national norm:	(8.0) 3	5
2. Number of county systems at and above national norm:	(8.0) 0	0
3. Number of city systems at and above state norm:	(6.8) 44	(6.6) 51
4. Number of county systems at and above state norm:	(6.8) 14	(6.6) 32
5. Number of city systems at or above expectancy:	39	34
6. Number of county systems at or above expectancy:	15	27

10th	1973-74	1975-76
1. Number of city systems at and above national norm:	(10.8) 3	(10.5) 3
2. Number of county systems at and above national norm:	(10.8) 0	(10.5) 0
3. Number of city systems at and above state norm:	(9.1) 44	(8.6) 51
4. Number of county systems at and above state norm:	(9.1) 25	(8.6) 30

(There are no expectancy scores for 10th grade.)

California Achievement Test

Reading

4th Grade

City Systems	Norm 4.7 1973-74	Norm 4.7 1974-75	Expectancy
Alexander City	4.4	4.4	*
Andalusia	4.0	4.4	3.9
Anniston	3.8	3.8	3.6
Arab	5.3	5.6	*
Athens	5.0	5.0	4.0
Attalla	4.1	4.4	3.9
Auburn	4.8	4.9	4.0
Bessemer	3.2	3.6	2.7
Birmingham	3.8	3.8	3.4
Brewton	3.8	4.9	3.8
Carbon Hill	4.1	4.5	4.0
Cullman	5.0	5.2	4.5
Daleville	4.6	4.1	4.4
Decatur	4.8	5.0	4.4
Demopolis	3.8	3.8	3.4
Dothan	4.5	4.5	4.1
Elba	4.5	4.1	4.6
Enterprise	4.7	4.8	4.3
Eufaula	3.4	4.4	3.6
Fairfield	3.8	3.9	3.1
Florala	4.8	4.6	3.7
Florence	4.7	4.8	4.4
Fort Payne	4.5	4.4	4.5
Gadsden	4.4	4.5	4.0
Geneva	4.4	4.0	*
Guntersville	4.8	4.7	*
Haleyville	4.8	4.8	*
Homewood	5.4	5.6	*
Huntsville	4.9	4.9	4.5
Jacksonville	4.4	4.8	4.3
Jasper	4.8	5.0	4.0
Lanett	3.7	3.8	4.1
Linden	3.9	3.8	2.5
Marion	3.3	3.9	3.5
Midfield	3.8	3.7	*
Mt. Brook	6.3	5.8	6.0
Muscle Shoals	5.1	5.0	4.4
Oneonta	4.7	5.0	4.3
Opelika	3.4	4.1	3.7
Opp	4.4	5.0	4.1
Oxford	4.1	4.4	*
Ozark	4.5	4.7	4.2
Phenix City	3.1	3.4	3.8
Piedmont	4.8	4.4	4.3
Roanoke	*	4.7	3.9
Russellville	4.7	4.8	4.2

* Test scores not available

California Achievement Test

Reading

4th Grade

City Systems	Norm 4.7 1973-74	Norm 4.7 1974-75	Expectancy
Scottsboro	4.8	4.8	4.5
Selma	3.9	3.9	3.2
Sheffield	4.2	4.5	4.2
Sylacauga	4.8	4.9	3.9
Talladega	3.8	4.0	3.7
Tallassee	4.9	4.7	4.1
Tarrant	4.6	4.7	4.1
Thomasville	4.7	4.5	3.8
Troy	3.8	3.9	3.6
Tuscaloosa	3.8	3.8	3.5
Tuscumbia	4.4	4.5	3.8
Vestavia Hills	5.6	5.7	*
Winfield	4.7	4.6	4.5

* Test Scores not available

California Achievement Test

Reading

4th Grade

County Systems	Norm 4.7 1973-74	Norm 4.7 1974-75	Expectancy
Autauga	4.0	4.2	3.9
Baldwin	3.9	3.8	3.9
Barbour	3.0	3.2	2.6
Bibb	3.3	3.4	3.6
Blount	4.1	4.2	4.4
Bullock	3.0	3.1	2.4
Butler	3.2	3.7	3.4
Calhoun	4.4	4.5	4.2
Chambers	3.3	3.4	3.6
Cherokee	3.9	3.9	4.1
Chilton	4.4	4.4	3.9
Choctaw	4.0	3.9	2.7
Clarke	3.1	3.1	3.0
Clay	4.1	3.9	4.1
Cleburne	4.1	4.5	4.2
Coffee	3.8	4.1	4.3
Colbert	3.7	3.9	3.9
Conecuh	3.2	3.6	3.0
Coosa	3.9	4.2	3.4
Covington	4.0	4.1	4.0
Crenshaw	3.7	3.8	3.4
Cullman	4.1	4.1	4.4
Dale	4.5	4.1	4.2
Dallas	3.4	3.4	2.8
DeKalb	4.4	4.5	4.5
Elmore	3.8	3.8	3.6
Escambia	3.7	3.7	3.7
Etowah	4.4	4.2	4.5
Fayette	4.5	*	3.9
Franklin	3.9	4.2	4.4
Geneva	4.1	4.4	4.2
Greene	2.7	3.1	2.4
Hale	3.1	3.1	2.7
Henry	3.8	3.7	3.2
Houston	3.7	3.9	4.1
Jackson	3.9	4.0	4.4
Jefferson	4.4	4.5	3.7
Lamar	4.2	4.0	3.9
Lauderdale	4.2	4.5	4.6
Lawrence	3.6	3.7	4.0
Lee	3.2	3.6	3.5
Limestone	4.1	4.4	4.3
Lowndes	2.9	3.3	2.5
Macon	3.1	3.8	2.4
Madison	4.1	4.1	4.4
Marengo	3.3	2.9	2.6
Marion	4.2	4.5	4.3

* Test scores not available

California Achievement Test

Reading

4th Grade

County Systems	Norm 4.7 1973-74	Norm 4.7 1974-75	Expectancy
Marshall	4.8	4.9	4.4
Mobile	3.4	3.8	3.5
Monroe	3.6	3.4	3.1
Montgomery	4.4	4.4	3.6
Morgan	4.5	4.5	4.4
Perry	3.0	3.0	2.5
Pickens	3.9	3.3	3.2
Pike	3.1	3.4	3.1
Randolph	3.4	3.6	3.8
Russell	3.0	3.2	3.2
St. Clair	4.4	4.5	4.0
Shelby	4.0	4.1	4.1
Sumter	2.5	2.9	2.1
Talladega	4.0	3.8	3.7
Tallapoosa	3.3	3.4	3.5
Tuscaloosa	4.0	4.0	3.9
Walker	4.0	4.1	4.2
Washington	3.6	3.4	3.2
Wilcox	2.1	2.3	2.8
Winston	4.0	4.0	2.7

California Achievement Test

Reading

8th Grade

City Systems	Norm 8.0 1973-74	Norm 8.0 1975-76	Expectancy
Alexander City	6.8	6.8	6.8
Andalusia	7.1	6.9	6.7
Anniston	5.9	6.1	6.3
Arab	7.9	7.6	*
Athens	7.5	8.0	6.9
Attalla	6.7	6.7	6.8
Auburn	7.7	7.9	6.9
Bessemer	5.5	5.6	5.9
Birmingham	6.5	6.5	5.7
Brewton	7.5	7.5	6.5
Carbon Hill	*	7.3	6.9
Cullman	7.9	8.2	7.3
Daleville	7.4	7.4	7.1
Decatur	7.6	7.5	7.4
Demopolis	6.7	6.6	6.3
Dothan	7.4	7.1	6.7
Elba	6.5	6.7	7.1
Enterprise	7.7	7.1	7.0
Eufaula	6.8	6.7	6.2
Fairfield	6.3	6.7	6.4
Florala	7.6	7.7	6.4
Florence	7.5	7.5	7.2
Fort Payne	7.4	6.8	7.1
Gadsden	6.9	6.7	7.0
Geneva	6.8	6.8	*
Guntersville	6.9	6.8	*
Haleyville	7.6	7.3	*
Homewood	8.2	8.3	*
Huntsville	7.7	7.5	7.9
Jacksonville	7.7	7.4	7.2
Jasper	7.3	7.6	6.9
Lanett	6.7	6.6	6.8
Linden	4.7	5.5	5.2
Marion	7.6	6.3	6.1
Midfield	6.8	6.8	*
Mt. Brook	9.2	9.2	8.1
Muscle Shoals	7.6	7.3	7.6
Oneonta	7.3	6.8	7.0
Opelika	6.5	6.3	6.4
Opp	7.0	6.7	6.9
Oxford	6.8	7.0	*
Ozark	7.3	7.1	6.9
Phenix City	5.6	5.6	6.3
Piedmont	7.4	6.9	7.1
Roanoke	7.6	7.5	6.6
Russellville	7.4	7.5	6.9
Hartselle		7.6	

* Test scores not available

California Achievement Test

Reading

8th Grade

City Systems	Norm 8.0 1973-74	Norm 8.0 1975-76	Expectancy
Scottsboro	7.6	7.4	7.2
Selma	6.1	6.3	5.8
Sheffield	7.1	7.0	7.0
Sylacauga	7.0	7.4	6.7
Talladega	6.9	6.6	6.4
Tallassee	7.5	6.8	7.0
Tarrant	7.1	7.0	7.5
Thomasville	7.1	7.0	6.1
Troy	6.7	6.9	6.3
Tuscaloosa	6.7	6.5	6.4
Tuscumbia	7.1	6.6	6.9
Vestavia Hills	8.6	8.2	*
Winfield	7.4	7.3	7.3

* Test scores not available

California Achievement Test

Reading

8th Grade

County Systems	Norm 8.0 1973-74	Norm 8.0 1975-76	Expectancy
Autauga	6.5	6.5	6.6
Baldwin	6.6	6.7	6.8
Barbour	5.2	5.5	5.3
Bibb	6.3	6.5	6.2
Blount	6.6	6.9	7.1
Bullock	4.5	4.7	4.7
Butler	5.2	5.6	5.9
Calhoun	6.8	6.9	7.1
Chambers	5.5	5.6	6.2
Cherokee	6.3	6.6	6.9
Chilton	6.8	6.9	6.8
Choctaw	5.6	5.9	5.6
Clarke	5.2	5.2	5.6
Clay	6.3	6.3	6.6
Cleburne	6.9	6.9	7.0
Coffee	6.6	6.5	7.0
Colbert	6.3	6.6	7.0
Conecuh	5.6	5.6	5.7
Coosa	5.6	6.5	6.1
Covington	6.7	6.8	6.8
Crenshaw	6.1	5.9	6.0
Cullman	6.9	6.9	7.1
Dale	6.7	7.0	6.8
Dallas	5.3	5.5	5.4
DeKalb	6.8	7.0	7.0
Elmore	6.5	6.5	6.4
Escambia	6.5	6.1	6.4
Etowah	6.7	6.7	7.5
Fayette	6.6	6.7	6.6
Franklin	6.3	6.8	7.2
Geneva	7.0	6.6	6.8
Greene	3.9	4.7	4.6
Hale	4.9	5.0	5.0
Henry	6.6	6.8	5.8
Houston	6.5	6.6	6.7
Jackson	6.7	6.8	7.1
Jefferson	7.0	7.1	7.0
Lamar	6.8	6.6	6.6
Lauderdale	6.7	6.8	7.4
Lawrence	6.5	6.1	6.5
Lee	5.9	5.6	6.3
Limestone	6.6	6.9	6.9
Lowndes	4.7	4.7	4.8
Macon	5.3	5.3	4.7
Madison	6.6	6.7	7.6
Marengo	4.9	5.3	5.3
Marion	6.9	6.9	7.1

California Achievement Test

Reading

8th Grade

County Systems	Norm 8.0 1973-74	Norm 8.0 1975-76	Expectancy
Marshall	7.0	7.1	7.3
Mobile	5.9	5.9	6.5
Monroe	5.5	5.5	5.7
Montgomery	7.0	6.8	6.5
Morgan	7.1	6.9	7.4
Perry	4.5	5.3	4.9
Pickens	5.3	5.8	5.7
Pike	5.3	5.0	5.8
Randolph	6.1	6.5	6.4
Russell	4.5	5.2	5.6
St. Clair	6.9	6.8	6.8
Shelby	6.5	6.7	6.8
Sumter	4.3	4.9	4.6
Talladega	6.1	6.3	6.3
Tallapoosa	6.1	5.9	6.3
Tuscaloosa	6.6	6.6	6.8
Walker	6.8	6.7	7.1
Washington	5.9	6.1	6.2
Wilcox	3.5	3.9	5.1
Winston	6.6	6.9	7.2

California Achievement Test

Reading

10th Grade

City Systems	Norm 10.8 1973-74	Norm 10.5 1975-76
Alexander City	9.5	8.6
Andalusia	9.9	9.7
Anniston	8.2	8.2
Arab	9.9	9.9
Athens	10.2	9.7
Attalla	*	*
Auburn	10.5	10.2
Bessemer	8.0	7.6
Birmingham	8.5	8.0
Brewton	9.8	9.8
Carbon Hill	8.6	9.2
Cullman	10.7	10.2
Daleville	9.7	9.5
Decatur	10.1	9.5
Demopolis	9.9	9.2
Dothan	9.9	9.7
Elba	9.7	8.9
Enterprise	10.1	10.1
Eufaula	9.5	8.9
Fairfield	8.9	8.2
Florala	*	*
Florence	10.4	10.1
Fort Payne	9.7	8.9
Gadsden	9.5	9.1
Geneva	9.7	9.9
Guntersville	9.2	9.2
Haleyville	10.1	9.8
Homewood	11.2	10.7
Huntsville	10.7	10.1
Jacksonville	9.9	9.9
Jasper	9.8	9.2
Lanett	8.9	8.9
Linden	7.0	7.4
Marion	8.0	8.9
Midfield	8.9	9.1
Mt. Brook	12.2	11.9
Muscle Shoals	10.1	9.9
Oneonta	10.1	10.2
Opelika	8.5	8.2
Opp	9.8	8.6
Oxford	9.7	9.1
Ozark	9.8	9.1
Phenix City	7.8	7.6
Piedmont	9.8	9.8
Roanoke	9.1	9.7
Russellville	9.1	9.1
Hartselle		10.2

* Test scores not available

California Achievement Test

Reading

10th Grade

City Systems	Norm 10.8 1973-74	Norm 10.5 1975-76
Scottsboro	10.2	10.4
Selma	8.5	8.6
Sheffield	9.8	9.8
Sylacauga	10.1	9.8
Talladega	8.9	8.6
Tallassee	10.2	9.9
Tarrant	9.8	8.9
Thomasville	9.2	9.7
Troy	9.1	8.9
Tuscaloosa	9.2	9.1
Tuscumbia	9.8	9.8
Vestavia Hills	11.4	11.0
Winfield	9.5	10.1

California Achievement Test

Reading

10th Grade

County Systems	Norm 10.8 1973-74	Norm 10.5 1975-76
Autauga	9.2	8.9
Baldwin	9.2	8.9
Barbour	7.4	3.5
Bibb	8.5	8.0
Blount	9.1	8.9
Bullock	6.5	5.9
Butler	7.8	7.4
Calhoun	9.5	9.1
Chambers	8.0	7.4
Cherokee	8.6	8.5
Chilton	9.1	9.1
Choctaw	7.4	7.8
Clarke	7.4	7.4
Clay	9.1	9.1
Cleburne	8.5	9.8
Coffee	8.9	8.5
Colbert	8.6	8.6
Conecuh	7.6	7.2
Coosa	8.5	7.8
Covington	9.1	9.1
Crenshaw	8.6	8.5
Cullman	9.7	8.9
Dale	9.1	8.5
Dallas	7.2	7.0
DeKalb	8.9	8.9
Elmore	9.2	8.6
Escambia	8.2	8.0
Etowah	9.2	8.6
Fayette	9.2	8.6
Franklin	8.9	8.9
Geneva	9.5	8.9
Greene	6.8	5.5
Hale	6.2	6.8
Henry	8.2	8.2
Houston	9.2	8.9
Jackson	8.6	8.9
Jefferson	9.5	9.2
Lamar	9.1	8.5
Lauderdale	9.1	8.6
Lawrence	8.2	8.2
Lee	7.8	8.0
Limestone	8.6	8.6
Lowndes	6.2	*
Macon	7.0	7.2
Madison	9.1	8.6
Marengo	6.2	6.5
Marion	9.5	9.1

* Test scores not available

California Achievement Test

Reading

10th Grade

County Systems	Norm 10.8 1973-74	Norm 10.5 1975-76
Marshall	9.7	9.2
Mobile	8.5	8.0
Monroe	7.6	7.4
Montgomery	9.5	9.2
Morgan	9.5	9.2
Perry	6.2	5.3
Pickens	7.8	7.4
Pike	7.4	7.2
Randolph	8.9	8.5
Russell	6.5	6.5
St. Clair	9.1	9.2
Shelby	9.2	8.6
Sumter	6.2	6.2
Talladega	8.5	8.2
Tallapoosa	8.0	8.0
Tuscaloosa	8.9	8.9
Walker	8.9	8.5
Washington	7.4	7.6
Wilcox	4.9	4.9
Winston	9.1	9.1

Plan of Action

The State Board of Education and the Alabama Education Study Commission concur in a plan of action to improve reading instruction in Alabama schools.

- EACH LOCAL SCHOOL SYSTEM SHALL ADOPT READING INSTRUCTION AS ITS TOP PRIORITY FOR A TWO-YEAR PERIOD 1976-78. The State Department of Education shall cooperate with local school systems and assist them to establish and implement in-service training and professional development programs to upgrade the quality of reading instruction in all grades. In its review of professional development plans of each teacher, each local board of education is encouraged to promote professional training experiences commensurate with proficiency in teaching reading.

- THE SIXTEEN CRITERIA OF EFFECTIVE READING PROGRAMS DEVELOPED AND VALIDATED BY ALABAMA RIGHT TO READ SHALL BE ADOPTED AS MINIMUM STANDARDS BY EACH SCHOOL SYSTEM BY JUNE, 1978. There is considerable evidence that without minimum standards for reading programs at the state level, there is little opportunity for leadership and progress in reading improvement. The criteria (standards) are:

Scope and Sequence

1. There is a systemwide scope and sequence of learning in reading used by each teacher of reading. The scope and sequence applies across school locations and grade levels.

Continuous Records	2. A continuous record-keeping system of reading progress is maintained for each individual student.
Media Center	3. Each school in the system has a media center operated on an open basis and is readily accessible to students and teachers.
Testing	4. Each school system has a testing system which includes criteria-referenced measures to monitor the results to reading instruction.
Staff Development	5. Each school system has a continuous staff development program in reading instruction for all teachers, administrators, and supportive personnel.
Content Areas	6. Each school system provides training to teachers in the content areas to develop competencies which will allow them to adjust instruction to the varying reading achievement levels of their students.
Volunteers	7. Each school system has a program for training and using volunteer helpers in reading instruction.
Director	8. Each school system designates a person who is responsible for directing and coordinating all reading programs and instruction in the system.
Community Relations	9. Each school system shall introduce, explain, and periodically report the reading program to the school community.

High School Teachers	10.	Teachers of reading and English at the junior and senior high school levels have a demonstrated knowledge of developmental reading as it relates to the reading curriculum of the school system.
Individualized Teaching	11.	Provisions are made for teaching every student at his own instructional level and learning rate.
Learning Environment	12.	The teaching-learning environment is conducive to the development of positive attitudes toward reading.
Various Methodology	13.	Every teacher demonstrates a knowledge of various methods and techniques used in the teaching of reading to make provision for the differences that exist among students.
Supplementary Materials	14.	Appropriate supplementary reading materials to support the basic reading curriculum are provided and used.
Supportive Media	15.	A wide variety of supportive media in all levels of learning is available to each teacher of reading.
Student-Teacher Ratio	16.	The student-teacher ratio will be varied as necessary to meet the objectives of the reading instructional program.

Recommendations

·READING READINESS TESTS SHALL BE ADMINISTERED TO ALL FIRST GRADE STUDENTS DURING THE FIRST MONTH OF SCHOOL ENTRY AND AT APPROPRIATE INTERVALED TIMES TO DETERMINE PUPIL READINESS TO READ. At the end of each year (April) in grades 1-6 an appropriately leveled achievement test battery will be given

to monitor pupil progress and to provide diagnostic data to be used to improve pupil-learning opportunities. An academic aptitude-type test will be administered at the same time that the achievement tests are administered in grades 2, 4 and 6.

- THERE SHALL BE A STATEWIDE ADVISORY COMMISSION ON READING COMPRISED OF CITIZENS, LEGISLATORS, AND EDUCATORS RESPONSIBLE FOR REVIEWING READING PROGRAMS AND MAKING RECOMMENDATIONS TO THE STATE SUPERINTENDENT OF EDUCATION. The present Right to Read Commission may be expanded to include members of the legislature.

- A PLAN SHALL BE ADOPTED BY THE STATE BOARD OF EDUCATION WHICH ENSURES THAT CANDIDATES FOR CLASS B TEACHING CERTIFICATES PROVIDE EVIDENCE THAT THEY ARE QUALIFIED TO TEACH READING. The minimum qualification could be completing at least one recent college-level course in teaching reading. This requirement applies to all candidates for elementary and secondary teaching certificates except Class A and Class AA.

- THE STATE DEPARTMENT OF EDUCATION SHALL CONTINUE TO PROVIDE FOR INCREASED COORDINATION OF ALL PROGRAMS RELATING TO READING INSTRUCTION. Coordination of the programs which affect reading instruction is a complex process since it includes federal programs, vocational programs, accreditation efforts, approval of teacher training programs, etc.

- AN ANNUAL REPORT ON THE STATUS OF READING INSTRUCTION SHALL BE DISTRIBUTED TO THE STATE LEGISLATURE AND TO THE PUBLIC. This report shall contain the results of the testing and monitoring programs included in this report as well as recommendations of the Advisory Commission on Reading.